

# DISSEMINATION

<b>Goal:</b> To provide educators, policymakers, researchers, parents and the public with awareness of, access to, and assistance in adapting and adopting useful products and services designed to improve American education.	<b>Funding History</b> (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
<b>Legislation:</b> Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041).	1985	\$60*	2000	\$104**
	1990	\$95*	2001	\$121**
	1995	\$86**	2002 (Requested)	\$123**

\*Dissemination funds were included I the appropriation for research and statistics.

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## Program Description

The Office of Educational Research and Improvement (OERI) (<http://ed.gov/offices/OERI>) supports a variety of dissemination activities that inform educators, parents, and policymakers about research-based information on educational practice.

Within OERI, the Office of Reform Assistance and Dissemination is responsible for creating a process for identifying exemplary and promising programs and practices and for disseminating information about those programs and practices to schools, educators, parents, and policymakers. The National Library of Education (NLE) makes information related to education available to Departmental employees, contractors, and grantees, other Federal agencies and employees, and the public. These funds also support the Education Resources Information Center (ERIC), a system of information clearinghouses that use the World Wide Web and other telecommunications technologies to make research-based information related to education available to teachers, administrators, parents, and the public.

## Program Performance

OBJECTIVE 1: IDENTIFY, DEVELOP, PRODUCE, AND DISTRIBUTE HIGH-QUALITY PRODUCTS THAT MEET CUSTOMER NEEDS AND ADDRESS DEPARTMENT PRIORITIES.

**Indicator 1.1: The number of clients who access Department products and services through various components of the Office of Educational Research and Improvement (OERI) will increase each year.**

Targets & Performance Data			Assessment of Progress	Sources and Data Quality
Internet: Visits			<b>Status:</b> Positive movement toward target is shown for email requests.	<b>Source:</b> Internet: Internet server reports; NLE 800#: System reports; EDPubs: Contractor report; CIC: Quarterly reports; GPO: Quarterly ROPS report; ERIC: Contractor report. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.
Year	Actual Performance	Performance Targets		
1998:	12,506,281		<b>Explanation:</b>	
1999:	27,782,053 (*122%)	10% increase		
2000:	41,795,954 (*59%)	10% increase	<b>Internet:</b> Internet operations were transferred out of OERI to OCIO in early FY2000.	
2001:				
2002:			<b>NLE 800#:</b> As emails increase, telephone calls continue to decrease.	
Internet: Emails				
1998:	7,636		<b>EDPubs:</b> According to the second government-wide customer satisfaction survey, EDPubs scored 79 out of a possible 100, surpassing the national score by 10 percent. EDPubs customer service base has doubled from 207,000 to 514,000 customers. Call and order volume dropped as result of decreased Departmental promotions of several major initiatives and fewer PSAs. EDPubs handled 47 percent of external requests through the online catalog.	<b>Validation Procedure:</b> Data supplied by NLE and contractors. No formal verification procedure applied.
1999:	12,462 (*63%)	10% increase		
2000:	16,403 (*32%)	10% increase	<b>Consumer Information Center (CIC)</b> <b>Distribution:</b> Increased distribution due to demand for the publication Helping Your Child Become a Reader; private sector investment contributed to large inventory which allowed for broader promotion. Products were available for free.	<b>Limitation of Data and Planned Improvements:</b> Multiple groups that collect data use various standards.
2001:		10% increase		
2002:		10% increase	<b>GPO Sales:</b> A decrease in sales occurred because OERI recommended fewer titles to GPO due to free distribution through EDPubs and the increase of publications made available in full text on the Education Department Web site.	
National Library of Education (NLE) 800#: Calls				
1998:	45,785		<b>ERIC:</b> Telephone calls decrease as emails increase.	
1999:	19,582 (**57%)	10% increase		
2000:	16,619 (**15%)	10% increase	Increases in electronic requests from customers show that OERI needs to increase its focus on disseminating products and services online.	
2001:		10% increase		
2002:		10% increase		
EDPubs: Calls				
1998:	30,271			
1999:	156,328 (*416%)	10% increase		
2000:	167,448 (*7.1%)	10% increase		
2001:		10% increase		
2002:		10% increase		
EDPubs: E-mails				
1998:	4,292			
1999:	160,782 (*3,646%)	10% increase		
2000:	174,380 (*8.5%)	10% increase		
2001:		10% increase		
2002:		10% increase		

Targets & Performance Data			Assessment of Progress	Sources and Data Quality
<i>OERI Products: Consumer Information Center (CIC)</i>				
1998:	111,787			
1999:	67,748 (**39%)	10% increase		
<b>2000:</b>	<b>117,772 (*74%)</b>	<b>10% increase</b>		
2001:		10% increase		
2002:		10% increase		
<i>OERI Products: Government Printing Office Sales</i>				
1998:	31, 596			
1999:	23,177 (**27%)	10% increase		
<b>2000:</b>	<b>14,306 (**38%)</b>	<b>10% increase</b>		
2001:		10% increase		
2002:		10% increase		
<i>Educational Resource Information Center (ERIC): Calls</i>				
1998:	50,729			
1999:	55,694 (*10%)	10% increase		
<b>2000:</b>	<b>31,860 (**43%)</b>	<b>10% increase</b>		
2001:		10% increase		
2002:		10% increase		
<i>Educational Resource Information Center (ERIC): E-mails</i>				
1998:	89,036			
1999:	116,834 (*31%)	10% increase		
<b>2000:</b>	<b>126,080 (*8%)</b>	<b>10% increase</b>		
2001:		10% increase		
2002:		10% increase		
* increase				
** decrease				

OBJECTIVE 2: ENSURE CUSTOMER SATISFACTION WITH THE HIGH QUALITY AND USEFULNESS OF OERI'S RESEARCH AND STATISTICAL PRODUCTS.

Indicator 2.1: At least 90 percent of teachers; administrators; Federal, state, and local policymakers; researchers; parents; and the public sampled will report that the Department products accessed through OERI are of high quality.				
Targets & Performance Data			Assessment of Progress	Sources and Data Quality
NCES Customer Satisfaction Survey			<b>Status:</b> Target exceeded.  <b>Explanation: NCES Customer Satisfaction Survey:</b> Data not available.  <b>EDPubs Survey:</b> EDPubs automative system randomly selects every tenth order to receive a customer survey on the quality of products and service. Customer loyalty increased slightly at 9.0 percent out of 10 percent.  <b>OERI Publication Survey:</b> Number of respondents increased by 95 percent. Ninety percent of the responses were for products targeted to teachers and parents.	<b>Source:</b> NCES 1999 Customer Satisfaction Survey. <i>Frequency:</i> Every 3 years. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> Spring 2003.  <b>Source:</b> EDPubs Customer Survey. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Spring 2002.  <b>Source:</b> OERI Publication Survey <i>Frequency:</i> Annually. Survey included in all OERI publications. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Spring 2002.  <b>Validation Procedure:</b> Data supplied by MIS and contractors. No formal verification procedure applies.  <b>Limitations of Data and Planned Improvements:</b> Efforts will be made to increase response rates.
Year	Actual Performance	Performance Targets		
1999:	90% reported “very satisfied” or “satisfied” with quality of Reports	90%		
2000:	Not Available	---		
2001:	Not Available	---		
2002:		90%		
EDPub Survey				
1999:	Over 90% of respondents rated OERI products to be of “high quality”.	90%		
2000:	97.4%	90%		
2001:		90%		
2002:		90%		
OERI’s Publication Survey				
1999:	Over 90% of respondents were “very satisfied” with OERI products.	90%		
2000:	88% Satisfied	90%		
2001:		90%		
2002:		90%		